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ABSTRACT

This report describes New York State Regents' proposals to increase teacher compensation, improve the conditions for teaching, and to advance recruitment, preparation and retention of a quality teaching force in the state. Included in the report are recommendations on: (1) the professional status of teachers; (2) teacher salaries; (3) teaching load and class size; (4) teacher evaluation; (5) professional discipline; (6) teacher education, admission standards, program quality, field experiences; (7) teacher certification; (8) professional development; and (9) the supply and recruitment of teachers. The report summarizes questionnaire findings, and comments concerning strengthening teaching in the state, based on 10 Regional Conferences and 20 field visits to schools and teacher preparation programs. Regents' proposals and directions for further action to strengthen teaching are also summarized. Several tables are provided. The appendixes include a list of the conference sites; suggestions of conference participants; and the questionnaire used statewide to gather teachers' input. (JD)

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REPORT OF THE 1985-86 REGENTS/COMMISSIONER'S
REGIONAL CONFERENCES ON STRENGTHENING TEACHING
IN NEW YORK STATE

This report describes Regents proposals to increase teacher compensation, to improve the conditions of teaching and to advance the recruitment, preparation and retention of a quality teaching force in New York State.

The report summarizes questionnaire findings and comments concerning strengthening teaching in New York State based on ten Regional Conferences and twenty field visits to schools and teacher preparation programs involving more than 4,000 participants in the Fall and Winter of 1985. Current Regents proposals and directions for further action to strengthen teaching are also summarized.

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I. INTRODUCTION

During the past three years, the New York State Board of Regents has undertaken a major review of goals, objectives, programs, and curriculum requirements for elementary and secondary education. On the basis of that review, the Board developed a comprehensive long-term set of reforms: the Action Plan to Improve Elementary and Secondary Education Results. The successful implementation of that plan is largely dependent upon providing a stimulating, rewarding, healthy and safe environment for teaching and learning. This, in turn, depends upon our ability to recruit talented people into the field; to maintain and strengthen teacher preparatory programs; and to improve the conditions of teaching, especially its financial rewards.

Consistent with the Regents and Commissioner's goal to strengthen teaching, ten conferences and twenty field visits to schools and teacher education programs were held between October and December of 1985. The purpose of these meetings was to gain a better awareness of current conditions through conversations with school personnel, teacher educators and other interested persons and to encourage discussion of the necessary steps to strengthen teaching. Several hundred teachers and administrators were involved in the informal discussions at schools and colleges and more than 4,100 persons participated in the conferences. Each participant was asked to make specific recommendations on State actions to improve teaching. Participants were further urged to develop proposals which reflected a consensus among the major segments of education. The specific issues raised fell into three broad areas--the conditions of teaching, teacher preparation, and teacher recruitment.

At each of the ten conference locations, a standard itinerary was used. During the morning, the Regents and Commissioner visited a teacher education program. There they met with faculty, administrators and students to review the program and listen to recommendations for strengthening teaching. In the afternoon, they visited an elementary or secondary school and met with teachers, administrators, students and other school personnel. The regional conferences were held from 3:00 to 6:30 p.m. so that teachers could participate. A report distributed at these meetings summarized many critical issues in teaching in need of review.

Each regional conference began with opening remarks by the host Regent, a review of issues in strengthening teaching by the Commissioner and a panel. The panel was moderated by a college administrator and consisted of local elementary and secondary school educators, school board members, parents and business leaders. The remainder of the conference was devoted to audience questions and comments to the Commissioner, Regents and the panel. In addition, all conference participants were encouraged to complete a questionnaire concerning their views on specific

proposals to strengthen teaching.

More than 2,300 conference participants and other interested persons completed the questionnaire. A detailed analysis of responses to the questionnaire can be found in Section IV of this report (see Appendix C for a copy of the questionnaire with responses of the group as a whole). Additionally, Department staff collated the comments from the people involved in all of these meetings. A compilation of these comments is provided in Appendix B.

From the comments made at the meetings as well as from the responses to the questionnaires, considerable agreement emerged on what is needed to strengthen teaching in New York. Across the State, participants agreed that to enhance teaching we need to do the following: improve teacher salaries; reduce or eliminate as much as possible non-teaching chores; establish intern programs for beginning teachers; have available staff development programs and teacher centers so that teachers may have opportunities for professional development; continue and enrich scholarships and fellowships to attract our best students to teaching careers; foster a collegial relationship among all school staff and a sharing of responsibility for curriculum development, staff development, and the establishment of criteria for teacher evaluation; improve teacher education programs by requiring rigorous academic majors as well as relevant pedagogical courses and field experiences; have teaching loads and class sizes consistent with the requirements of the grade level and the academic subject matter being taught; and, make appropriate adjustments in certification requirements. The Regents have addressed many of these issues in their legislative and budgetary proposals. Others still remain to be examined.

II. CURRENT REGENTS PROPOSALS

Based in large part on recommendations heard during the regional meetings and visits to schools and colleges, the Regents have advanced a number of legislative proposals on strengthening teaching for consideration during the 1986 legislative session. They are presented under three headings: the conditions of teaching, including teacher compensation and professional status; the preparation of teachers; and teacher recruitment. Following each proposal there is a notation of the documents in which the proposal is included in the Regents program, as follows:

- o the New York State Board of Regents Recommendations for Legislative Action on State Aid to Schools 1986 (State Aid Brochure);
- o the 1986-87 State budget request (Budget); and
- o the Regents 1986 Legislative Program (proposals are referenced by their identifying number, e.g., HP-11/86,

ES-10/86, etc.).

Many of these proposals are also described in the Major Recommendations of the Regents for Legislative Action, 1986.

The Conditions of Teaching

The Regents have advanced the following proposals to address concerns about the conditions of teaching:

A. Teacher Compensation

1. Require aid increases to be spent on teacher salaries and personnel to assist districts in implementing the major features of the Regents Action Plan directed toward improving the performance by students. This initiative will serve to improve the recruitment and retention of teachers, and to reduce class size (\$251.91 million, State Aid Brochure).
2. State subsidy for intern-mentor program. This voluntary program would consist of a one-year internship in teaching for the beginning teacher under the guidance of an experienced professional. The State would assist a participating school district by reimbursing the district for 20 percent of the intern's salary and 10 percent of the mentor's salary (\$16 million, State Aid Brochure, HP-14/86).
3. Beginning teacher stipend. Under this proposal, the State would provide a \$2,500 stipend to beginning teachers for up to three summers following their first year of teaching for full-time summer study or work on a school district-approved developmental program. The employing school district would cover the cost of tuition for participating beginning teachers, and the district would be eligible for Professional Development Aid (\$26.70 million, State Aid Brochure).
4. Career teacher stipend. Encouraging experienced teachers to continue their professional growth by participating in advanced full time study in their teaching field is the key objective of the career teacher stipend proposal. In this program, the State would share in the cost of a \$4,000 school district stipend per teacher awarded by the school district to as many as five percent of its teachers. The reimbursement would be based on a combined wealth aid ratio with a 49 percent State

share for the school district of average wealth (\$11.90 million, State Aid Brochure).

B. Status of Teachers

5. Recognition of teaching as a profession. This bill would amend Education Law Title 8 by adding a new article which would recognize teaching as a profession, define the practice of teaching, provide for a State Board for Teaching, define unprofessional conduct in teaching and establish professional discipline procedures and penalties (\$225,000, HP-12/86).
6. Improvements in the process for disciplining tenured teachers. This proposal would amend section 3020-a concerning the professional discipline of tenured teachers, resulting in a more expeditious and inexpensive process. The amendment would replace the three-member panel with a single hearing officer, specify the maximum penalty in advance of the hearing, allow pre-hearing discovery procedures, and eliminate 3020-a proceedings for employees whose certificates have been revoked by the Commissioner (\$0, ES-64/86).
7. A range of penalties for certified teachers found to lack good moral character. This bill would amend subdivision 7 of section 305 of the Education Law to authorize the Commissioner to impose a variety of sanctions against a teacher found to lack good moral character (\$0, HP-15/86).
8. State specialty area examinations. This bill would provide funds for the development and validation of State examinations as a prerequisite to certification for teaching and administrative service in public schools (\$1,000,000, HP-13/86, Budget).
9. Requiring boards of education to consider certification status as well as seniority in determining whose services shall be terminated when a teaching position is abolished. This bill would amend the Education Law to require boards of education, desiring to abolish teaching positions, to consider the certification status as well as the length of service of individuals in the tenure area to be affected in determining whose services are to be discontinued (\$0, ES-65/86).
10. Incentive grants for school-community partnerships. This bill would authorize the Commissioner of

Education to annually award grants of three years duration to selected school districts on the basis of the district's submitted plan for establishing and promoting a school and community partnership program (Estimated State cost: \$1,536,000, estimated local cost: \$150,000, ES-50/86).

Preparation of Teachers

The three areas that make up teacher preparation are preservice education, establishing credentials, and inservice education. Current Regents proposals for 1986 concern the latter two categories:

A. Credentials

11. State specialty area examinations. This proposal would provide funds for the development and validation of State specialty area examinations as a requirement for the certification of teachers and administrators (see Proposal 8, HP-13/86, Budget).

B. Continuing Professional Education

12. Teacher Resource and Computer Training Centers. The 1984 State aid to school appropriation established a competitive grants program for a Teacher Resource and Computer Training Program. The 1986-87 proposal requests funds to establish 45 new centers to add to the 57 currently in existence in order to provide maximum access opportunities for elementary and secondary school staff to a Teacher Resource and Computer Training Center (\$10 million, State Aid Brochure, Budget).
13. Professional development. Because of the critical importance of staff development to the implementation of the Action Plan, the Board of Regents has recommended additional aid be provided to encourage districts and BOCES to provide the equivalent of up to eight days per staff member for professional development (\$60.5 million, State Aid Brochure).
14. Transferring Success. The Transferring Success program fosters program improvement in school districts through the cost effective adoption of validated programs on such topics as basic skills, career education, technology, administration, special education, dropout prevention, and gifted and talented education (\$1,500,000, Budget, ES-54/86).

15. Lincoln Center Teacher Training Institute. The Lincoln Center Teacher Training Institute program was established to provide an integrated program of aesthetic education to students in school districts throughout the State using community and school resources. This proposal would continue funding for the Lincoln Center Institute program in the six metropolitan areas of Albany, Binghamton, Buffalo, Rochester, Syracuse and New York City (\$582,400, Budget).
16. Teacher Summer Business Training and Employment. Chapter 933 of the Laws of 1984 established this program of grants to New York State businesses employing teachers in July and August of each year, thus allowing teachers of mathematics, science, computer science and occupational education to update their knowledge and skills (\$4 million, Budget).
17. School Administrator Training Program. This proposal would provide training for administrators and teachers in schools identified by the Comprehensive Assessment Report (CAR) as performing below satisfactory levels to develop comprehensive school based planning which focuses on collaborative efforts of teams of teachers, supervisors and principals to improve student achievement (\$300,000, Budget).

Recruitment of Teachers

Current Regents proposals to recruit talented individuals to teaching, particularly from groups that are underrepresented in teaching, include:

18. Empire State Scholarships and Fellowships for Teachers. In the 1984-85 school year, the State began a program of providing scholarships for undergraduates and fellowships for graduate students who wished to pursue or continue a teaching career in mathematics or science. Legislation for the 1985-86 school year authorized the Commissioner to specify the teaching fields in which a teacher shortage exists, and he has done so including additional fields such as special education, English as a second language, and several occupational education subjects. In 1986-87, the Regents recommend continuation of the Empire State Scholarships and Fellowships for teachers not only as a means of attracting well-qualified individuals to teaching but also as a means of ensuring that

districts have certified teachers needed in each subject area to implement the Regents Action Plan (\$3.0 million, State Aid Brochure).

19. Minority access to careers in education. This bill would amend the Education Law to establish a program designed to assist and encourage minority high school students to enter careers as professional educators (\$84,000, ES-10/86).

III. ISSUES STILL TO BE EXAMINED

The following issues are being examined to determine whether changes in the Regulations of the Commissioner or additional legislative or budget proposals are needed. In many cases there was no clear consensus among conference participants or respondents to the questionnaire on how best to proceed. Once again, these issues are grouped under the three broad categories of the conditions of teaching, teacher preparation, and recruitment.

In reviewing each of these issues, the Regents will have the benefit of discussions with an expert panel of practitioners and theorists in education. The Commissioner's advisory councils in elementary, secondary, and postsecondary education will also provide assistance. Where changes in Regulations are proposed, appropriate opportunities will be provided to receive reactions from the field.

Conditions of Teaching

1. Teaching load and class size. The Department will make recommendations concerning Commissioner's Regulations on teaching load and class size.
2. Teacher/management issues. The Department will review initiatives at State and local levels to address issues of teacher involvement in decision-making, non-teaching responsibilities, school climate, opportunities for teachers to have increased responsibility, and make recommendations for further action.
3. The impact of comprehensive school improvement initiatives on teaching. The Department will explore specific ways in which Comprehensive School Improvement Planning initiatives, can strengthen such aspects of the conditions of teaching as school management and climate, and reduce the professional and social isolation of the teacher.
4. Salaries. The Department will prepare a publication on teacher salaries to encourage public acceptance of

Department proposals to increase teacher salaries. The paper will provide background information such as comparisons of teacher salaries with other professions, teacher salary erosion in purchasing power over time, and reform activity concerning teacher salaries in New York and other states. It will also describe current programs, proposals and future directions on teacher salary initiatives.

Teacher Preparation

5. Teacher certification review. The Department will propose changes to certification requirements this spring. These proposals may include requiring academic majors for elementary school teachers, requiring an internship for permanent certification for all teachers, modifications in major field requirements for secondary school teachers, and changes in special subject areas involving both licensure and certification.
6. Competence Exams for Special Subject Teachers. The Department will continue to validate existing examinations, and support the development of new ones. Over the next several years, the Department may phase in a requirement that all academic and special subject teachers pass an examination in their field of teaching. All teachers would continue to be required to pass a general examination.
7. MAT Programs. The Department will encourage colleges and universities to develop strong Master of Arts in Teaching programs to provide a wider range of educational opportunities for those who want to pursue a teaching career.
8. Undergraduate Teacher Education Programs. Following completion of its review of masters programs in education, the Department will use its program registration reviews to assure the rigor and comprehensiveness of undergraduate teacher education programs.

Teacher Recruitment

9. Encourage preparation in areas of teacher shortage. The Department will continue to improve and refine its procedures for identifying areas of real and projected teacher shortages and to encourage persons to seek training in these areas.
10. Minority access. The Department will develop recommendations to increase the numbers of minorities in

teaching in projected shortage areas through the Commissioner's Advisory Council on Excellence and Equity in Science and Mathematics Education and the Empire State Teacher Scholarships and Fellowships.

11. Attracting New Groups to Teaching. The Department will examine the feasibility of attracting people from other career fields to new careers in teaching. The possibility of attracting young people to teaching for brief periods (up to five years) before they pursue another career, will also be examined.

IV. Schedule of Reports for Regents Review or Action

In order to bring to the Regents attention the issues identified at the Regional Conferences, the Commissioner has constructed the following schedule of presentation of reports for review or action by the Board:

MAY 1986

1. Draft Regulations on Teaching Load and Class Size:

Draft regulations on teaching load and class size will be presented for discussion by the Board of Regents. In preparing the draft regulations, the Department will work with representatives of key educational constituencies.

2. Draft Regulations on Teacher Certification:

Draft regulations for teacher certification will be presented for discussion by the Board of Regents. In preparing the draft regulations, Department staff will work with the Teacher Education, Certification and Practice Board as well as with representatives of educational constituencies.

3. Continued Assessment of Mathematics, Science, Foreign Language, and Computer Learning Instruction in New York State:

This report, a revision of the assessment presented in March, will be prepared in compliance with Section 208 of the Education for Economic Security Act. It will: (1) describe and provide five-year projections of the condition of mathematics, science, foreign language, and computer learning in New York State; (2) describe programs, initiatives and resources committed or projected to be undertaken; and (3) summarize major findings and actions.

JUNE 1986

1. Preliminary Report on Teacher Roles and Responsibilities:

This report will provide a first version of examples of effective methods, strategies and programs for improving the working conditions of teachers. The report will provide data on how comprehensive school improvement planning has improved working conditions of teachers and enhanced teacher participation in decision-making. The report will examine effective ways of involving teachers in developing curriculum planning and staff development programs. It will review the pros and cons of renewable contracts, school-college collaboration, peer evaluation and other topics affecting school improvement.

2. Update on Strengthening Teaching:

This update of the September 1985 publication, Strengthening Teaching, will describe major issues in teaching and significant initiatives to strengthen teaching in New York State schools.

3. Results of the Public Hearing on Draft Regulations on Teaching Load and Class Size:

This report presented for discussion by the Board of Regents will summarize the results of a public hearing held on the draft regulations concerning teaching load and class size. The draft regulations were discussed by the Regents in May 1986.

4. Continued Discussion on the Draft Regulations on Teacher Certification:

Discussion by the Board of Regents on the draft regulations concerning teacher certification presented in May will be continued.

JULY 1986

1. Proposal for Undergraduate Teacher Education Programs:

The Department's proposed budget will describe the funds necessary to conduct a comprehensive review of undergraduate teacher education programs.

2. Regulations on Teaching Load and Class Size:

Regulations on teaching load and class size will be presented for adoption by the Board of Regents.

SEPTEMBER 1986

Reserved for follow-up reports requested by the Board of Regents

OCTOBER 1986

1. Report on Master of Arts in Teaching:

As part of the Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1984, items pertaining to Master of Arts in Teaching (MAT) programs will be presented.

2. Report on Teacher Recruitment:

In addition to the Progress Report, a review of the following teacher recruitment topics will be presented:

- a. Procedures for identifying teacher shortage fields and policies to encourage persons to train in those fields.
- b. Recommendations to increase the number of minorities in teaching in projected teacher shortage fields.
- c. Feasibility of attracting people from other career fields to new careers in teaching.

3. Results of the Public Hearing on Draft Regulations on Teacher Certification:

This report presented for discussion by the Board of Regents will summarize the results of the public hearing held on the draft regulations concerning teacher certification.

NOVEMBER 1986

1. Final Report on Teacher Roles and Responsibilities:

This report will be a final version of a preliminary report submitted to the Board of Regents in June.

2. Regulations on Teacher Certification:

Regulations on teacher certification will be presented for adoption by the Board of Regents.

V. Analysis of Questionnaire Responses and Participants' Comments

As noted earlier in the introduction to this report, all conference attendees were encouraged to complete a questionnaire concerning their views on specific proposals to strengthen teaching. Participants at the conferences and field visits were also encouraged to comment and these comments were recorded. Findings from these questionnaires and comments are summarized in the following pages.

Respondent Characteristics

Table 1 provides a summary profile of questionnaire respondents. Approximately 46 percent of the respondents were either public or nonpublic school teachers and 30 percent were administrators. Higher education faculty and administrators made up 7.6 percent and school board members another 5.4 of the respondents total. The balance were representatives of professional educational organizations (3.5 percent), high school students (0.3 percent) and occupations not included above (5.9 percent).

Table 1 also shows that a little more than one-third of the respondents had children in the public schools (37.7 percent) and 5.4 percent had children in nonpublic schools. A majority (58.4 percent) did not have any children in the schools, either public or private. Nearly three-quarters (72.7 percent) were between the ages of 35 and 54 years old and were fairly evenly divided according to sex: 53.5 percent were women, 44.3 percent were men, and 2.2 percent did not respond to this questionnaire item.

Most Important Issues in Teaching Identified by the Questionnaire Respondents

After reviewing and rating a wide variety of issues important to teaching, each person was asked to single out the issue-area which he or she would rate as the "most important" for Regents action at this time.¹ Table 2 summarizes these findings in terms of the occupational affiliation of the respondent.

¹ The questionnaire consisted of 17 items, many of which had subitems. In all, 40 responses were requested from participants for the 17 items.

Table 1. Characteristics of Questionnaire Respondents

Respondent Characteristics	Number	Percent
<u>Statewide Total</u>	(2,322)	100%
<u>Type of Participant:</u>		
Teachers ^a	(1,078)	46.4
Administrators ^b	(696)	30.0
School Board ^c	(125)	5.4
Higher Education ^d	(176)	7.6
Other ^e	(247)	10.6
<u>With Children in Public Schools:</u>		
YES	(875)	37.7
NO	(1,447)	62.3
<u>With Children in Private Schools:</u>		
YES	(125)	5.4
NO	(2,197)	94.6
<u>Age</u>		
Under 25	(50)	2.2
25 - 34	(230)	9.9
35 - 44	(890)	38.3
45 - 54	(798)	34.4
55 - 64	(286)	12.3
65 +	(50)	2.2
No Response	(18)	0.8
<u>Sex</u>		
Male	(1,029)	44.3
Female	(1,243)	53.5
No Response	(50)	2.2

a Elementary and secondary, public and nonpublic school teachers.

b Elementary and secondary, public and nonpublic school administrators.

c School board members.

d Faculty and administrators - from institutions of higher education.

e Representatives of professional educational organizations, high school students, and other occupations.

The five issues rated most often as "most important" by respondents were: (a) raising teacher salaries contingent upon other improvements or requirements-- rated as most important by 26.8 percent; (b) State Legislature subsidy of various salary increase proposals--rated most important by 16.9 percent; (c) an enhanced teachers' role in curriculum development, decision-making, etc.--rated most important by 9.3 percent; (d) internship programs for first-year teachers--rated most important by 7.6 percent; and (e) differential pay for teachers based on additional responsibility or other factors--rated most important by 7.1 percent. Approximately two-thirds of all respondents identified these five issues as most important. And more than half identified salary specific improvements for teachers as the most important issue for Regents action at this time.

Although teachers, administrators, school board members and higher education representatives alike identified salary raises as the most important issue for action at this time, some differences did occur in the actual support level of this issue among the different groups. Among teachers, for example, 32.1 percent thought that salary increases were the most important action item, a percentage figure which contrasts with a 16 percent figure for school board members.

Two issues surfaced when the data were examined by occupation that were not among the top five in the statewide analysis: for teachers, teaching load was the fifth most mentioned issue; and for school board members, renewable contracts versus tenure was the third most mentioned issue. In regard to the latter item, 55.8 percent of all respondents favored the idea of school districts having the option to offer either renewable contracts or tenure to newly appointed teachers.

The importance ratings assigned to different issues were not only examined for varied occupational groups, but for other selected sub-groups within the overall respondent population. The opinions of public and nonpublic educators were contrasted, as were the opinions of elementary versus secondary teachers. As Table 3 shows, the same five issues rated most important for action statewide were also rated most important by educators in nonpublic and public schools and by elementary and secondary teachers. There were, however, differences among these groups. First, a smaller group of nonpublic educators (9.6 percent) than

Table 2. Issues Rated "Most Important" by Conference Respondents,
by Professional Group

Top 5 Issues Rated "Most Important"	TOTAL		Teachers ^a		Administrators ^b		School Board ^c		Higher Education ^d		Other ^e	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
2. ^f Raising of Teacher Salaries	(623)	26.8%	(346)	32.1%	(148)	21.3%	(20)	16.0%	(51)	29.0%	(58)	23.5%
3. State Legislature Subsidy of Various Salary Increase Proposals	(393)	16.9	(230)	21.3	(96)	13.8	(19)	15.2	(24)	13.6	(24)	9.7
7. Enhanced Role in Curriculum Development, Decision-Making, etc.	(217)	9.3	(124)	11.5	(41)	5.9	(7)	5.6	(17)	9.7	(28)	11.3
14. Internship Programs for First Year Teachers	(176)	7.6	(60)	5.6	(74)	10.6	(11)	8.8	(11)	6.3	(20)	8.1
1. Differential Pay for Teachers	(166)	7.1	(67)	6.2	(57)	8.2	(11)	8.8	(14)	8.0	(17)	6.9
Percent of Respondents Identifying These Five Issues as "Most Important"	(1,575)	67.8%	(827)	76.7%	(416)	59.8%	(68)	54.4%	(117)	66.5%	(147)	59.5%

- a Elementary and secondary, public and nonpublic school teachers.
b Elementary and secondary, public and nonpublic school administrators.
c School board members.

- d Faculty and administrators - from institutions of higher education.
e Representatives of professional educational organizations, high school students, and other occupations.
f Questionnaire item number.

Table 3. Issues Rated "Most Important" at Teaching Conference
by Public/Nonpublic Educator Status and by
Elementary/Secondary Teacher Status

Issue Rated "Most Important"	Public Educators ^a		Nonpublic Educators ^b		Elementary Teachers ^c		Secondary Teachers ^d	
	(N)	%	(N)	%	(N)	%	(N)	%
2. ^e Raising of Teacher Salaries	(450)	28.5%	(44)	22.3%	(138)	32.5%	(208)	31.9%
3. State Legislature Subsidy of Various Salary Increase Proposals	(307)	19.5	(19)	9.6	(74)	17.4	(156)	23.9
7. Enhanced Role in Curriculum Development, Decision-Making, etc.	(147)	9.3	(18)	9.1	(60)	14.1	(64)	9.8
14. Internship Programs for First Year Teachers	(119)	7.5	(15)	7.6	(24)	5.6	(36)	5.5
1. Differential Pay for Teachers	(106)	6.7	(18)	9.1	(16)	3.8	(51)	7.8
Total Number and Percent of Respondents Identifying These Five Issues as "Most Important"	(1,129)	71.6%	(114)	57.9%	(312)	73.4%	(515)	78.9%

- a Elementary and secondary public school teachers and administrators.
b Elementary and secondary nonpublic school teachers and administrators.
c Elementary public and nonpublic school teachers.
d Secondary public and nonpublic school teachers.
e Questionnaire item number.

public school educators (19.5 percent) considered State legislative subsidy of various teacher salary increase proposals to be most important. Second, more elementary school teachers (14.1 percent) than secondary school teachers (9.8 percent) thought that the expanded role of teachers in curriculum development and decision-making was the most important issue. Conversely, secondary school teachers were more inclined than their elementary school counterparts to support State legislative subsidy of various salary increase proposals (23.9 percent versus 17.4 percent respectively) and differential pay levels based upon specific factors (7.8 percent versus 3.8 percent respectively).

The Conditions of Teaching

As noted in the previous discussion of Table 2, the issues identified as most important for action at this time involved raising teacher salaries; enhancing teacher roles in decision-making concerning the school; and establishing internships for first-year teachers. Each of these issues-areas involves specific conditions of teaching. Among the more critical "conditions of teaching" discussed during the conference proceedings and referenced in the questionnaire, were issues of professional status, teacher remuneration, teaching load and performance evaluation. Teaching internships were also discussed as a part of issues concerning teacher preparation.

Professional status. The findings reported in each of the regional meetings concerned several different dimensions of professional status. The most extensive concern, however, was with the practice aspect of professional status: How teachers and administrators could work more effectively together in improving the teaching and learning process was of paramount interest. Many comments were also made about community and parent support for teachers, that is, the public perception aspect of professional status.

Comments concerning the legal aspect of professional status and the powers and privileges which teachers felt they ought to enjoy were frequently raised at these conferences. A number of teachers indicated that a professional practice board should be established in New York State and assume responsibility like that enjoyed by other professions.

Concern for the issue of professional status was affirmed by questionnaire data. One question series (items 7a - 7e in Table 4) asked respondents to consider a variety of statements concerning the potential role of teachers in establishing curriculum requirements and criteria for teacher evaluation; providing for staff development; deciding which teachers to hire; and making tenure decisions. There was considerable agreement among all conference respondents that teachers should have a greater role in: curriculum require-

Table 4. Opinions of Conference Respondents Regarding Professional Performance Evaluation, Tenure Status, Decision-Making, and Roles of Teachers, by Professional Group

Statement	TOTAL		Teachers ^a		Administrators ^b		School Board ^c		Higher Education ^d		Other ^e	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
5a. ^f Professional performance evaluation standards should be set by:												
The Commissioner and the Board of Regents:												
YES	(1,349)	58.1%	(613)	56.9%	(393)	56.5%	(62)	49.6%	(117)	66.5%	(164)	66.4%
NO	(523)	22.5	(223)	20.7	(190)	27.3	(38)	30.4	(35)	19.9	(37)	15.0
NOT SURE	(450)	19.4	(242)	22.4	(113)	16.2	(25)	20.0	(24)	13.6	(46)	18.6
b. By the Local School Boards:												
YES	(1,019)	43.9	(359)	33.3	(394)	56.6	(89)	71.2	(76)	43.2	(101)	40.9
NO	(804)	34.6	(450)	41.7	(189)	27.2	(21)	16.8	(65)	36.9	(79)	32.0
NOT SURE	(499)	21.5	(269)	25.0	(113)	16.2	(15)	12.0	(35)	19.9	(67)	27.1
6. School districts should have the option to offer either a) renewable contracts or b) tenure to newly employed teachers after the probationary period:												
YES	(1,295)	55.8	(423)	39.2	(510)	73.3	(104)	83.2	(109)	61.9	(149)	60.3
NO	(665)	28.6	(468)	43.4	(98)	14.1	(12)	9.6	(41)	23.3	(46)	18.6
NOT SURE	(362)	15.6	(187)	17.3	(88)	12.6	(9)	7.2	(26)	14.8	(52)	21.1
7a. Teachers should have greater role in:												
Curriculum requirements:												
YES	(2,095)	90.2	(1,034)	95.9	(572)	82.2	(103)	82.4	(161)	91.5	(225)	91.1
NO	(151)	6.5	(20)	1.9	(92)	13.2	(14)	11.2	(12)	6.8	(13)	5.3
NOT SURE	(76)	3.3	(24)	2.2	(32)	4.6	(8)	6.4	(3)	1.7	(9)	3.6
b. Developing criteria for teacher evaluation:												
YES	(2,119)	91.3	(1,040)	96.5	(580)	83.3	(102)	81.6	(171)	97.2	(226)	91.5
NO	(130)	5.6	(11)	1.0	(86)	12.4	(17)	13.6	(4)	2.3	(12)	4.9
NOT SURE	(73)	3.1	(27)	2.5	(30)	4.3	(6)	4.8	(1)	0.6	(9)	3.6

Table 4. (Continued)

Statement	TOTAL		Teachers ^a		Administrators ^b		School Board ^c		Higher Education ^d		Other ^e	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
7c. Providing for staff development:												
YES	(2,201)	94.8	(1,046)	97.0	(645)	92.7	(111)	88.8	(169)	96.0	(230)	93.1
NO	(68)	2.9	(11)	1.0	(37)	5.3	(10)	8.0	(3)	1.7	(7)	2.8
NOT SURE	(53)	2.3	(21)	1.9	(14)	2.0	(4)	3.2	(4)	2.3	(10)	4.0
d. Deciding which teachers to hire:												
YES	(1,087)	46.8	(630)	58.4	(205)	29.5	(27)	21.6	(123)	69.9	(102)	41.3
NO	(859)	37.0	(238)	22.1	(404)	58.0	(82)	65.6	(31)	17.6	(104)	42.1
NOT SURE	(376)	16.2	(210)	19.5	(87)	12.5	(16)	12.8	(22)	12.5	(41)	16.6
e. Making tenure decisions:												
YES	(1,019)	43.9	(588)	54.5	(174)	25.0	(25)	20.0	(128)	72.7	(104)	42.1
NO	(875)	37.7	(244)	22.6	(428)	61.5	(84)	67.2	(28)	15.9	(91)	36.8
NOT SURE	(428)	18.4	(246)	22.8	(94)	13.5	(16)	12.8	(20)	11.4	(52)	21.1

a Elementary and secondary, public and nonpublic school teachers.

b Elementary and secondary, public and nonpublic school administrators.

c School board members.

d Faculty and administrators - from institutions of higher education.

e Representatives of professional educational organizations, high school students, and other occupations.

f Questionnaire item number.

ments (90.2 percent), teacher evaluation (91.3 percent), and staff development (94.8 percent).

There was less agreement regarding expanded roles in teacher hiring decisions (46.8 percent) or teacher tenure decisions (43.8 percent). Teachers themselves mirrored this general uncertainty, with over 40 percent indicating non-support for or uncertainty regarding the desirability of an expanded role in teacher hiring decisions. As Table 4 (item 7d) also reveals, representatives of higher education were the most supportive of an expanded teacher role in hiring (69.9 percent), while administrators (29.5 percent) and school board members (21.6 percent) were less supportive.

There were similar response patterns regarding expanded teacher roles in tenure decisions. Once again, over 40 percent (45.4 percent) of teachers indicated either no support for or uncertainty with respect to an expanded role in tenure decisions. Support for this concept was even more limited among school board members (20.0 percent) and administrators (25.0 percent), while more heavily supported among the representatives of higher education (72.7 percent).

When respondents were asked to consider whether school districts should have the option to offer either renewable contracts to teachers or to offer tenure to newly employed teachers after the probationary period, a range of opinion prevailed. Teachers were far less supportive of such a concept (39.2%), than were School Board members (83.2%), administrators (73.3%), or higher education representatives (61.9%).

Comments concerning the practice aspect of teaching tended to reinforce these previous findings. Many comments reflected a desire for improved teacher involvement in academic decision making. Others underscored the desirability of more egalitarian collegial relationships between administrators and teachers, with a "partnership" model replacing top-down management approaches. Support for school-based planning, greater power in decision-making processes, enhanced opportunities to exercise leadership in curriculum development, and in conducting research to improve the teaching and learning process was reflected in conference commentary concerning the practice of teaching itself.

Numerous commentators noted that the non-teaching responsibilities of teachers are so time-consuming that there is too little time left over for teaching. Comments made concerned three specific categories of non-teaching responsibilities:

1. Housekeeping responsibilities such as monitoring hallways, bathrooms, lunch rooms, collecting lunch money or dispatching buses were frequently cited examples. On the one hand, it was felt that teachers should not have these responsibilities at all, first, because it would allow more time to teach and, second, because such duties downgrade teachers' image in the eyes of the student. On the other hand, it was also said that the teacher-student interaction that occurs during these situations is an important part of learning.
2. Non-teaching responsibilities that result from mandates such as keeping records on remediation, developing individualized education programs, Committee on the Handicapped work, and registrar responsibilities also troubled many teachers. Computerization and uniform procedures were suggested as one way to reduce time spent on students' individualized education programs.
3. Non-teaching responsibilities that have resulted from the changing needs of students also serve to limit the time a teacher has to teach. With major changes in family structure, many teachers feel that they are expected to take over the parents' role. Some participants felt that increasing student needs require increases in the number of psychological counseling and social work staff.

A number of comments at the regional meetings were addressed to the importance of school climate as it relates to effective professional practice. Commentators noted an antagonism among teachers, administrators and school board members, with potentially harmful impacts upon staff morale, exacerbated by the pressure on teachers to produce to meet mandates, the lack of appropriate planning time either alone or with other colleagues, and recent media criticism of schools and teachers.

Since professional status is related to the recognition accorded teachers by the general public, community and parental support is important. A number of commentators felt that teachers and the schools were often isolated from the community and that parents are often reluctant to deal with schools.

Teacher salaries. Perhaps the most important condition of teaching that was identified concerned teacher salaries and the conditions under which existing salary structures might be upgraded. Table 5 highlights the questionnaire results on a variety of specific salary issues. The most salient findings are summarized as follows: Participants believed

Table 5. Opinions of Conference Respondents Regarding Teacher Salary Issues,
Statewide and by Professional Group

Question:	TOTAL	Teachers	Administrators	School Board Members	Higher Education	Other
1. ^a Should teachers receive different pay based on specific factors?						
o YES	75.7%	64.1%	85.3%	92.0%	86.9%	83.0%
o NO	16.2	25.7	8.2	7.2	4.0	10.9
o NOT SURE	8.1	10.2	6.5	0.8	9.1	6.1
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)
If Yes, should those pay differentials be based on:						
a. Ability?						
o YES	66.8%	52.7%	74.2%	81.7%	80.4%	74.6%
o NO	13.9	23.4	8.6	6.1	4.6	8.8
o NOT SURE	18.9	23.6	16.7	12.2	15.0	16.1
(N)	(1,752)	(689)	(591)	(115)	(153)	(204)
b. Additional Responsibility?						
o YES	92.8%	93.9%	93.9%	87.0%	92.8%	89.3%
o NO	2.1	1.9	2.2	3.5	2.6	1.5
o NOT SURE	4.8	3.9	3.9	8.7	4.6	8.8
(N)	(1,754)	(689)	(594)	(114)	(153)	(204)
c. Subject Area Taught?						
o YES	21.0%	16.5%	21.9%	27.0%	25.5%	26.8%
o NO	52.3	59.6	48.7	37.4	55.6	43.9
o NOT SURE	25.9	23.0	28.8	34.8	19.0	27.8
(N)	(1,744)	(685)	(590)	(114)	(153)	(202)

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Table 5. (Continued)

Question:	TOTAL	Teachers	Administrators	School Board Members	Higher Education	Other
2. Raising teacher salaries will strengthen teaching only if:						
a. improvements are also made in other teaching conditions (e.g., daily teaching load, time spent performing non-teaching duties, etc.)						
o YES	82.0%	92.9%	68.1%	62.4%	86.9%	79.4%
o NO	7.9	2.3	15.9	18.4	5.1	6.1
o NOT SURE	10.2	4.7	15.9	19.2	8.0	14.6
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)
b. requirements for <u>entry level teachers</u> are also upgraded (e.g., performance evaluations, certification requirements, continuing education requirements, etc.)						
o YES	80.5%	76.8%	85.3%	81.6%	80.1%	82.6%
o NO	8.9	10.2	8.5	7.2	8.0	5.7
o NOT SURE	10.6	13.0	6.2	11.2	11.9	11.7
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)
c. requirements for <u>practicing teachers</u> are also upgraded (e.g., performance evaluations, certification requirements, etc.)						
o YES	74.8%	63.2%	85.9%	86.4%	83.0%	82.2%
o NO	12.1	19.2	6.8	5.6	5.7	4.5
o NOT SURE	13.1	17.6	7.3	8.0	11.4	13.4
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)

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Table 5. (Continued)

Question:	TOTAL	Teachers	Administrators	School Board Members	Higher Education	Other
3. The State Legislature should subsidize the following teacher salary increase proposals:						
a. career ladder program						
o YES	57.9%	51.8%	66.4%	64.8%	61.4%	55.1%
o NO	12.5	14.7	10.5	9.6	10.8	11.3
o NOT SURE	29.5	33.5	23.1	25.6	27.8	33.6
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)
b. across-the-board-pay increases						
o YES	56.5%	71.2%	44.4%	37.6%	50.0%	40.5%
o NO	23.7	12.0	34.5	44.0	24.4	34.0
o NOT SURE	19.8	16.9	21.1	18.4	25.6	25.5
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)
c. increases in starting salaries of teachers						
o YES	73.0%	76.8%	71.3%	58.4%	79.0%	64.0%
o NO	11.2	6.9	15.1	30.4	5.7	13.0
o NOT SURE	15.9	16.3	13.6	11.2	15.3	23.1
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)
d. market-sensitive pay schedules						
o YES	43.1%	41.2%	45.8%	38.4%	42.6%	46.2%
o NO	22.2	21.2	23.9	28.8	19.9	20.2
o NOT SURE	34.8	37.7	30.3	32.8	37.5	33.6
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)
e. a State minimum salary						
o YES	56.2%	64.6%	47.1%	30.4%	65.9%	51.8%
o NO	22.0	13.5	31.3	52.0	14.8	23.5
o NOT SURE	21.7	22.0	21.6	17.6	19.3	24.7
(N)	(2,322)	(1,078)	(696)	(125)	(176)	(247)

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that teachers should receive differential pay based upon additional responsibility and ability; that salary increases should be contingent upon improvements in teaching conditions and upgraded requirements for all teachers, and that the State Legislature should subsidize increases in starting salaries for teachers.

These findings do, of course, vary from group to group. On a statewide level, for instance, more than three-quarters of participants thought that teachers should receive different pay based on specific factors; 64.1 percent of the respondent teachers also supported this concept, a support level which contrasts with the still higher levels of support among administrators (85.3 percent), school board members (92.0 percent), and higher education representatives (86.9 percent). Reasons for these percentage differences between teachers and other respondents became more apparent when specific criteria for pay differentials were examined. Teachers (93.9 percent) agreed with other respondents (92.8 percent) that pay differentials should be based on additional responsibilities. Teachers (59.6 percent) also agreed with other groups (52.3 percent) that pay differentials should not be based on subject area taught, although in each professional group the percent of persons unsure about tying pay to subject area taught was significant (25.9 percent statewide). Teachers' different opinions concerning salary increases appears to be based on the fact that they were less supportive than other groups of pay differentials tied specifically to ability: 52.7 percent of the respondent teachers agreed with this concept compared with 74.2 percent of administrators, 81.7 percent of school board members and 80.4 percent of higher education representatives.

Respondents were also asked to consider the circumstances under which salary increase reforms would be successful. As the information in Table 5 (items 2a - 2c) indicates, three of every four conference respondents felt that salary raises would strengthen teaching only if improvements were also made in teaching conditions; if requirements for entry-level teachers were upgraded; and if requirements for practicing teachers were upgraded. Teachers (92.9 percent) and higher education representatives (86.9 percent) felt more strongly than administrators (68.1 percent) and school board members (62.4 percent) about improvements in teaching conditions. Conversely, teachers felt less strongly than other groups that salary increases should be tied to upgraded requirements for practicing teachers (63.2 percent of teachers agreed compared with approximately 85 percent for other professional groups). Approximately 80 percent agreed that salary increases should be tied to upgraded entry-level requirements. This opinion was held by each professional group.

Table 5 (item 3a - 3e) also describes responses to the concept of State legislative subsidy of various teacher salary increase proposals: (1) a career ladder program; (2) across-the-board pay increases; (3) increases in starting salaries of teachers; (4) market-sensitive pay schedules; and (5) a State minimum salary. As Table 2 discussed earlier reveals, the concept of State legislative subsidy was rated the second most important issue for Regents action at this time, both collectively and across each professional group.

Of all of the subsidy options surveyed, respondents agreed most strongly (73 percent) that the Legislature should subsidize increases in starting salaries of teachers. A majority also agreed that the Legislature should subsidize a career ladder program (57.9 percent); across-the-board pay increases (56.5 percent); and a State minimum salary (56.2 percent). While a minority agreed with the concept of State subsidy of market sensitive pay schedules (43.1 percent), the greatest indecision concerning subsidy options (reflected in "not sure" responses) concerned market-sensitive pay schedules: Approximately one of every three respondents (34.8 percent) was "not sure" that the Legislature should subsidize such salary increases, an uncertainty uniformly demonstrated among all respondents.

Comments made at the regional meetings further elaborate these questionnaire findings. Commentators observed that an increased percentage of teachers must work at other jobs to supplement their salaries and that extensive turnover problems, particularly in rural areas, can be attributed to low salaries. Caution was expressed in over-emphasizing the recruitment impact of salary increases for beginning teachers because teachers' earning potential throughout their career is equally important. Commentators also made specific recommendations, for example that there be a five-year plan to double salaries or that there should be a State minimum starting teacher salary of \$20,000 to \$25,000.

A number of conference participants expressed interest in tying teacher salary increases to additional responsibilities, a strategy supported by 92.8 percent of questionnaire respondents. Strategies to accomplish this end included: mentoring; an eleven-month school year; producing teaching materials or strategies; a two-week pre-school-year preparation period; serving as department chairperson; and working in low performance buildings. In a related vein, the questionnaire finding that teacher pay differentials should be based upon ability or performance was commented on by several conference participants.

Teaching load and class size. Although the issue of class size and teaching load was rated as the most important issue for Regents action by only 3.2 percent of participants statewide and 5.4 percent of teachers, comments concerning teaching load and class size were numerous and portrayed the complexity of the issue (Table 6). Teachers especially expressed concern in this area and noted that teachers with certain types of work loads, such as those who must grade essay papers, should have lighter teaching loads than other teachers. Specific suggestions for handling the cost of reduced teaching loads included such options as: requiring administrators to teach one period per day; increasing State aid weightings to mainstream handicapped pupils; and using large lecture sessions or other collegial models more frequently, if appropriate.

A related class-size issue concerned who determines class-size standards. Table 6 show that there was divided opinion as to whether the Commissioner and Regents (43.5 percent) or local school boards (48.6 percent) should set the standards. A larger group of teachers (53.8 percent) and higher education representatives (43.8 percent) agreed that the Commissioner and Regents ought to specify teaching load requirements than did administrators (31.9 percent) or school board members (19.2 percent). Conversely, only 34.2 percent of the teachers felt that such requirements should be specified by local school boards, a sharp contrast to the 69.4 percent and 79.2 percent support levels expressed by school administrators and school board members respectively.

Evaluation of teaching personnel. Although more than 90 percent of the conference respondents agreed that teachers should have a greater role in developing criteria for teacher evaluation (see Table 4), opinion as to the appropriate authority for standard setting was far less unanimous. Table 4 also shows that a majority (58.1 percent) agreed that standards for professional performance evaluation should be set by the Commissioner and Regents but a minority (43.9 percent) felt that this function should be performed by local school boards. Once again, teachers did not endorse the concept that local school boards should set such standards as reflected by their 33.3 percent support level. In contract, school board members themselves endorsed the local autonomy concept at the 71.2 percent level. Teachers (56.9 percent) and school board members (49.6 percent) did not differ appreciably in their support for evaluation standards set by the Commissioner and Regents.

Several persons recommended that the State should assess different evaluation methods and assist school districts in using effective models. It was noted that the State should

Table 6. Opinions of Conference Participants Regarding Teacher Load Requirements
by Professional Group

Opinion	TOTAL		Teachers ^a		Administrators ^b		School Board ^c		Higher Education ^d		Other	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
4a. ^f Teacher load requirements should be specified by the Commissioner of Education and the Board of Regents:												
YES	(1,009)	43.5%	(500)	53.8%	(222)	31.9%	(24)	19.2%	(77)	43.8%	(106)	42.9%
NO	(803)	34.6	(257)	23.8	(329)	47.3	(75)	60.0	(64)	36.4	(78)	31.6
NOT SURE	(510)	22.0	(241)	22.4	(145)	20.8	(26)	20.8	(35)	19.9	(63)	25.5
b. Should be specified by local school boards:												
YES	(1,129)	48.6%	(369)	34.2%	(448)	64.4%	(99)	79.2%	(88)	50.0%	(125)	50.6%
NO	(711)	30.6	(433)	40.2	(153)	22.0	(10)	8.0	(53)	30.1	(62)	25.1
NOT SURE	(482)	20.8	(276)	25.6	(95)	13.6	(16)	12.8	(35)	19.9	(60)	24.3
TOTAL NUMBER OF RESPONDENTS:	(2,322)	100%	(1,078)	100%	(696)	100%	(125)	100%	(176)	100%	(247)	100%

a Elementary and secondary, public and nonpublic school teachers.

b Elementary and secondary, public and nonpublic school administrators.

c School board members.

d Faculty and administrators - from institutions of higher education.

e Representatives of professional educational organizations, high school students, and other occupations.

f Questionnaire item number.

ensure that review systems are fair and supportive rather than punitive and that supervisors could benefit from better training in assisting teachers who receive poor performance evaluations.

The Preparation of Teachers

There was considerable discussion and comment concerning three aspects of teacher preparation: preservice education; establishing credentials; and inservice education.

Preservice education. Conference respondents were asked to consider whether increasing the standards for teacher preparation would encourage or discourage entry into the profession. As seen in item 15a of Table 7, a majority (55.2 percent) of participants affirmed that increasing standards would encourage entry into the profession; however more than one in four participants (29.7 percent) was uncertain about this, and another 15.1 percent were certain that such increased standards would definitely not encourage entry into the profession.

Notwithstanding the uncertainty among questionnaire respondents concerning the presumed impact of strengthened standards upon recruitment, comments made concerning admission standards to institutions of higher education reflected the desirability of maintaining or increasing these standards. Similarly, comments concerning appropriate characteristics of the academic program for prospective teachers emphasized the need for high standards and a thorough academic preparation. There was no consensus on the issue of whether more than four years of initial preparation was necessary. Several speakers cautioned that requiring a fifth year of preparation before employment was too expensive and could serve to discourage entry into the profession. There was recognition, however, that there may not be enough time in four years to totally prepare entry-level teachers.

Several comments emphasized the importance of collaboration between colleges and schools. Among the suggestions were that: school teachers teach college "methods" courses to teaching candidates; teacher preparation programs focus more specifically upon student needs in the classroom; recent graduates be encouraged to provide feedback to teacher preparation faculty; colleges establish advisory councils of practitioners to advise them on their preparation programs; and that students commence field observation in the schools in their first years of college. Others suggested that professional coursework be taken only in graduate school

Table 7. Opinions of Conference Participants Toward Selected Preservice and Inservice Education Requirements for Teachers, by Professional Group

Statement	TOTAL		Teachers ^a		Administrators ^b		School Board ^c		Higher Education ^d		Other ^e	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
RESPONDENT TOTAL	(2,322)	100%	(1,078)	100%	(696)	100%	(125)	100%	(176)	100%	(247)	100%
15a. ^f Increasing the standards for the preparation of teachers will:												
Encourage entry into profession:												
YES	(1,282)	55.2	(576)	53.4	(395)	56.8	(69)	59.2	(106)	60.2	(136)	55.1
NO	(350)	15.1	(175)	16.2	(110)	15.8	(18)	14.4	(22)	12.5	(25)	10.1
NOT SURE	(690)	29.7	(327)	30.3	(119)	27.4	(38)	30.4	(48)	27.3	(86)	34.8
b. Discourage entry into profession:												
YES	(403)	17.4	(204)	18.9	(118)	17.0	(16)	12.8	(31)	17.6	(34)	13.8
NO	(897)	38.6	(393)	36.5	(283)	40.7	(55)	44.0	(72)	40.9	(94)	38.1
NOT SURE	(1,022)	44.0	(481)	44.6	(295)	42.4	(54)	43.2	(73)	41.5	(119)	48.2
12a. Requirements for staff development should be established by:												
Commissioner and the Board of Regents:												
YES	(1,018)	43.8	(455)	42.2	(322)	46.3	(36)	28.8	(90)	51.1	(115)	46.6
NO	(731)	31.5	(314)	29.1	(246)	35.3	(58)	46.4	(49)	27.8	(64)	25.9
NOT SURE	(573)	24.7	(309)	28.7	(128)	18.4	(31)	24.8	(37)	21.0	(68)	27.5
b. By Local School Boards:												
YES	(1,387)	59.7	(537)	49.8	(497)	71.4	(105)	84.0	(106)	60.2	(142)	57.5
NO	(458)	19.7	(279)	25.9	(93)	13.4	(12)	9.6	(33)	18.8	(41)	16.6
NOT SURE	(477)	20.5	(262)	24.3	(106)	15.2	(8)	6.4	(37)	21.0	(64)	25.9
13. ^f Give consideration to establishing Continuing Education Requirement for teachers:												
YES	(1,825)	78.6%	(738)	68.5%	(618)	88.8%	(107)	85.6%	(151)	85.8%	(211)	85.4%
NO	(200)	8.6	(135)	12.5	(33)	4.7	(5)	4.0	(10)	5.7	(17)	6.9
NOT SURE	(297)	12.8	(205)	19.0	(45)	6.5	(13)	10.4	(15)	8.5	(19)	7.7

Table 7. (Continued)

Statement	TOTAL		Teachers ^a		Administrators ^b		School Board ^c		Higher Education ^d		Other ^e	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
14. Should there be first year internships for teachers:												
YES	(2,064)	88.9	(954)	88.5	(632)	90.8	(113)	90.4	(146)	83.0	(219)	88.7
NO	(126)	5.4	(66)	6.1	(30)	4.3	(6)	4.8	(14)	8.0	(10)	4.0
NOT SURE	(132)	5.7	(58)	5.4	(34)	4.9	(6)	4.8	(16)	9.1	(18)	7.3
a. "IF YES": should intern program include release time:												
YES	(1,826)	88.5	(873)	91.5	(544)	86.1	(82)	72.6	(137)	53.8	(190)	86.0
NO	(109)	5.3	(31)	3.2	(51)	8.1	(14)	12.3	(4)	2.7	(9)	4.1
NOT SURE	(128)	6.2	(50)	5.2	(37)	5.9	(17)	15.0	(5)	3.4	(19)	8.7
b. Stipends for mentor teachers:												
YES	(1,843)	89.3	(892)	93.5	(554)	87.7	(94)	83.2	(126)	86.3	(177)	80.8
NO	(89)	4.3	(23)	2.4	(37)	5.9	(10)	8.8	(6)	4.1	(13)	5.9
NOT SURE	(132)	6.4	(39)	4.1	(41)	6.5	(9)	8.0	(14)	9.6	(29)	13.2
c. Completion of internship as condition of certification:												
YES	(1,902)	92.2	(872)	91.4	(598)	94.6	(101)	89.4	(132)	90.4	(199)	90.9
NO	(71)	3.4	(45)	4.7	(12)	1.9	(3)	2.7	(5)	3.4	(6)	2.7
NOT SURE	(91)	4.4	(37)	3.9	(22)	3.5	(9)	8.0	(9)	6.2	(14)	6.4
d. Regulations concerning evaluation of internships:												
YES	(1,335)	64.7	(601)	63.0	(431)	68.2	(57)	50.4	(90)	61.6	(156)	71.2
NO	(327)	15.8	(143)	15.0	(108)	17.1	(33)	29.2	(20)	13.7	(23)	10.5
NOT SURE	(400)	19.4	(209)	21.9	(92)	14.6	(23)	20.4	(36)	24.7	(40)	18.5

a Elementary and secondary, public and nonpublic school teachers.

b Elementary and secondary, public and nonpublic school administrators.

c School board members.

d Faculty and administrators - from institutions of higher education.

e Representatives of professional educational organizations, high school students, and other occupations.

f Questionnaire item number.

after completion of a baccalaureate degree. Speakers also urged the State to be more prescriptive concerning courses to be taken.

Among the recommendations made to improve the quality of field experiences of teacher education students were to use retired teachers as mentors; use mentors to help first-year teachers as well as student teachers; provide special training for mentors; specify the skills and qualities of mentors; teacher education faculty in charge of supervising student teaching should spend more time in the classroom; and incentives must be provided for mentors. Earlier student field experiences were suggested by a number of speakers to allow self-screening of teaching candidates.

Comments concerning the State role in student field work were that the State should establish criteria for evaluating student teaching and State assistance should be provided to postsecondary institutions for costly student teaching programs.

Establishing Credentials. A majority (64.1 percent) of all conference respondents indicated that candidates for certification as elementary teachers should complete a subject concentration as part of their academic program (Table 8). A masters degree requirement as the entry level credential for teaching was opposed by 58.5 percent of respondents who thus supported the current practice of awarding a provisional certificate to baccalaureate level candidates. An internship program for first-year teachers was supported by 88.9 percent of respondents. Three out of four participants (76.6 percent) agreed that subject area teachers should take a specialty area test for certification, an opinion shared by all respondent groups.

Respondents were divided on the issue of whether the Commissioner should grant certification to individuals who had not completed a formally approved teacher education program: 38.5 percent said yes, 42.5 percent said no, and 19.0 percent were undecided. Teachers (30.1 percent) and representatives of institutions of higher education (25.6 percent) were minimally supportive of such alternate certification routes, while administrators (51.1 percent) and school board members (55.2 percent) were more supportive of the concept.

Oral commentary on establishing credentials concerned academic certification requirements, experiential training, testing and recertification. The importance of not allowing uncertified teachers to teach and of adequately preparing a teacher for the appropriate grade level or subject matter were emphasized.

Table 8. Opinions of Conference Respondents Toward Selected Credentialing Issues,
by Professional Group

Statement	TOTAL		Teachers		Administrators		School Board		Higher Education		Other	
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%
8. ^a Commissioner should grant certification for individuals with other than completion of approved teacher education program:												
YES	(895)	38.5%	(324)	30.1%	(356)	51.1%	(69)	55.2%	(45)	25.6%	(101)	40.9%
NO	(986)	42.5	(541)	50.2	(224)	32.2	(30)	24.0	(109)	61.9	(82)	33.2
NOT SURE	(441)	19.0	(213)	19.8	(116)	16.7	(26)	20.8	(22)	12.5	(64)	25.9
9. Candidates for certification as elementary teachers should complete a subject concentration...												
YES	(1,489)	64.1%	(657)	60.9	(458)	65.8%	(81)	64.8%	(129)	73.3%	(164)	66.4%
NO	(443)	19.1	(216)	20.0	(144)	20.7	(22)	17.6	(27)	15.3	(34)	13.8
NOT SURE	(390)	16.8	(205)	19.0	(94)	13.5	(22)	17.6	(20)	11.4	(49)	19.8
10. Masters degree should be required as the entry level credential...												
YES	(694)	29.9%	(332)	30.8%	(218)	31.3%	(31)	24.8%	(43)	24.4%	(70)	28.3%
NO	(1,359)	58.5	(614)	57.0	(419)	60.2	(75)	60.0	(110)	62.5	(14)	57.1
NOT SURE	(269)	11.6	(132)	12.2	(59)	8.5	(19)	15.2	(23)	13.1	(36)	14.6
11. Subject area teacher should take specialty area test for certification:												
YES	(1,779)	76.6%	(763)	70.8%	(569)	81.8%	(103)	82.4%	(139)	79.0%	(205)	83.0%
NO	(269)	11.6	(154)	14.3	(62)	8.9	(12)	9.6	(22)	12.5	(19)	17.7
NOT SURE	(274)	11.8	(161)	14.9	(65)	9.3	(10)	8.0	(15)	8.5	(23)	9.3

a Questionnaire item number.

Inservice education. Comments and questionnaire findings concerning teacher inservice education were extensive. Table 7 summarizes findings concerning first year teaching internships: About nine out of ten (88.9 percent) agreed that there should be internship programs for first-year teachers and that such programs should include (1) released time for interns (88.5 percent agreed); (2) stipends for mentor teachers (89.3 percent); and (3) completion of the internship as a certification requirement (92.2 percent). A majority (64.7 percent) also agreed that regulations should be established concerning the evaluation of interns. These findings varied minimally by professional group, with two exceptions: Fewer school board members agreed that there should be release time for interns (72.6 percent versus 88.5 percent statewide); and that regulations should be established concerning evaluation of internships (50.4 percent versus 64.7 percent statewide).

Comments heard at the meetings suggested that: the internship last a year; that release time be available to helping mentor teachers; and that colleges have a role during the internship.

Findings from the questionnaire concerning inservice education for teachers are presented in Table 7. A majority of participants (59.7 percent) agreed that local school boards should establish requirements for staff development although a sizable minority (43.8 percent) thought that such requirements should be established by the Commissioner and the Board of Regents. Fewer teachers (49.8 percent versus 59.7 percent statewide) agreed that school boards should establish staff development requirements and fewer school board members (28.8 percent versus 43.8 percent statewide) agreed that the Commissioner and the Regents should establish such requirements.

The questionnaire also asked respondents whether consideration should be given to establishing a continuing education requirement for teachers. More than three out of four (78.6 percent) agreed with this notion, teachers (68.5 percent) somewhat less than other professional groups.

Comments concerning teacher inservice education showed considerable need and strong support for inservice education. Many speakers emphasized that professional development must be seen and conducted as a continuous activity. They noted that many conditions of teaching speak to the need for inservice education activities: teachers feel isolated and have little time during the day for planning and professional growth. Teachers face considerable stress in their working day which could be relieved by inservice education activities.

Suggestions concerning teacher inservice education included the following: link secondary school teachers with higher education faculty to jointly work on school problems; provide for a four-day week with children and one day for planning and staff development; and expand use of teacher centers. The lack of fiscal support for staff development activities was also noted, as was the problem of scheduling these activities.

Teacher Recruitment

A concern is the supply of teachers and initiatives to recruit talented individuals to the teaching profession. Table 9 presents findings from the questionnaire on this topic. A majority of participants (63.3 percent) agreed that special incentive programs in teacher education should be broadened to provide opportunities specifically for under-represented populations. Administrators (68.1 percent agreed) and representatives of higher education (73.3 percent) were somewhat more supportive of this notion than teachers (58.7 percent) and school board members (59.2 percent).

Comments were made that there need to be more avenues for entering teaching from other fields and that business might help support such personnel exchanges. Other suggestions included the use of retired teachers as mentors or supervisors and high school students as tutors to help alleviate the teacher shortage. The Masters of Arts in Teaching (MAT) programs were also suggested as a route to recruit talented people to teaching.

Other recruitment initiatives that were suggested were to: fund summer institutes for prospective teachers in high school; provide scholarships and fellowships for students; work with high school students to change attitudes concerning teaching and certain subject areas such as mathematics; offer Advanced Placement courses in education to high school students; and offer introductory educational courses to liberal arts or science majors to interest them in teaching. It was also noted that videotapes of successful classroom teachers talking about their profession and teachers talking to their students about their careers can improve teacher recruitment.

Table 9. Opinions of Conference Respondents Regarding Recruitment Incentives
For Under-represented Groups, by Professional Group

Statement	TOTAL		Teachers		Administrators		School Board Members		Higher Education		Other	
	(#)	%	(#)	%	(#)	%	(#)	%	(#)	%	(#)	%
16. ^a Special incentive programs in teacher education should be broadened to provide opportunities specifically for under-represented populations:												
YES:	1,470	63.3%	633	58.7%	474	68.1%	74	59.2%	129	73.3%	160	64.8%
NO:	468	20.2	242	22.4	140	20.1	27	21.6	25	14.2	34	13.8
NOT SURE:	384	16.5	203	18.8	82	11.8	24	19.2	22	12.5	53	21.5
RESPONDENT TOTAL:	2,322	100%	1,078	100%	696	100%	125	100%	176	100%	247	100%

a Questionnaire item number.

APPENDIX A

List of Site Names

Regional Conferences on Strengthening Teaching in New York State

Date	Judicial District	A.M. Meeting	P.M. Meeting	Conference Site
October 9	VII	Nazareth College	Pittsford Middle School Pittsford Public Schools	East High School Rochester Public Schools, Rochester, New York
October 10	VIII	SUC Buffalo	Science Magnet School Buffalo Public Schools	West Hertel Middle School Buffalo Public Schools, Buffalo, NY
October 21	I & XII	Teachers College Columbia University	Public School 87 W. 78th St., CSD #2	Borough of Manhattan Community College New York City
October 29	V	West Genesee Teacher Center/ Syracuse University West Genesee Central School District	Morgan Road Elementary School	Morgan Road Elementary School Liverpool, NY
October 30	IV	SUC Plattsburgh staff and students at Lake George Elementary	Lake George Elementary School Lake George, NY	Queensbury High School Glens Falls, NY
November 6	X	C.W. Post College of LIU	Walt Whitman High School, So. Huntington	Half Hollow Hills East High School Dix Hills, NY
November 20	II & XI	York College	Nazareth High School Brooklyn, NY	Kingsborough CC Brooklyn, NY
November 21	VI	SUNY Binghamton	C. Fred Johnson Middle School Johnson City, NY	Johnson City HS Johnson City, NY
November 26	IX	Pace University at Briarcliff	Westlake Jr. Sr. High School, Mont Pleasant	White Plains HS White Plains, NY
December 5	III	College of St. Rose	Shaker High School North Colonie Public Schools	Shaker High School North Colonie, NY

APPENDIX B

Concerns and Suggestions of Participants in the 1985-86 Regents/Commissioner's Regional Conferences on Strengthening Teaching in New York State

This report consists of a compilation of comments made at a series of ten regional conferences and twenty field visits to educational programs from October 9 to December 5, 1985 concerning strengthening teaching in New York State. Comments are categorized according to the major issues that were discussed.

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I. CONDITIONS OF TEACHING

A. Professional Status

1. Involvement in Decision-Making

- o Teachers must be involved in decision making.
 - a. Textbook selection
 - b. Curriculum
 - c. Class size
 - d. Planning time
 - e. Organizational patterns in the schools

Empowerment is the key word

- o Principals must act as instructional leaders and helpers, not as bosses.
- o Top down management now discredited.
- o Teachers should have the opportunity to participate in research which will improve the teaching and learning process.
- o Teachers want to be curriculum leaders.
- o Partnership between principals and teachers must replace top/down management.
- o Aides and paraprofessionals must be involved in decision-making.
- o School based planning must be used.
- o Teachers have not been involved in decisions about shortening grades 7-12 instructional periods - there is a concern about the effect on student learning.
- o United Federation of Teachers committee in each building, in concert with supervisors, should have their roles redefined to improve working relationships
- o New York City teachers are never asked about how to improve the schools. School based teams must receive some real responsibilities. The role of supervisors and teachers must be defined in this model.

- o SED should be assisting in spreading the collegial models of decentralized decision-making which exist in New York State.
- o The term "input" is too limiting regarding decision-making. The Effective School Research indicates more is required.
- o Status of teachers must be addressed by moving away from the old factory/ military model toward a model of partnership with the total staff. Teachers can't be told what to do as if they have no professional skills.

2. Non-teaching Responsibilities

- o Eliminate the following responsibilities so teachers can focus on teaching:
 - a. Monitoring hall ways
 - b. Monitoring bathrooms
 - c. Monitoring lunch rooms
 - d. Collecting lunch money
 - e. Keeping records on remediation
 - f. Buses

(Some teachers like paperwork)
- o Establish uniform IEP formats - use checklists and computerize. Presently, an IEP can take 4 to 6 hours to develop.
- o Because the family is changing so, teachers are expected to take over the parents' role.
- o The availability of psychological counseling and social work staff must be increased given student needs. Elementary counseling should be mandated.
- o Guidance counselors will be burdened with expanded registrar responsibilities as the Action Plan is implemented.
- o First six to eight weeks of school year are devoted to COH work for counselors.
- o Even if you, as a professional, have a major role in decision-making, it is degrading to have hall duty, etc.

- o The image of what goes on in the hall, lunch room, etc. is important to the community and in many cases only teachers can handle properly.
- o Administrators should review how counselors and psychologists spend their time so more can be provided for serious student problems.
- o There is frustration caused by the record keeping requirements associated with remediation.
- o Retired teachers should be hired for hall and cafeteria duty. They can handle students more effectively than aides.
- o Much learning occurs outside of the regular classroom environment. Teachers and student interaction opportunities are important.
- o Noninstructional duties (i.e. police person responsibilities) downgrade the image of teachers in the eyes of the student. Teachers should be seen as a helper, not a policeperson.

3. Parent Support

- o Educators must ask themselves why parents are uncomfortable about dealing with schools.
- o Involve parents in curriculum development.
- o Provide programs about parenting.
- o Mandate parent responsibility:
 - a. Truancy/fines
 - b. Require that parents pick-up report cards
 - c. Make parents financially responsible for child's vandalism.
- o Parents should understand the curriculum.
- o Parents should lead tours of schools.
- o Parent "apathy" affects teachers.
- o Parent support will increase if teachers:
 - a. Like kids
 - b. Smile
 - c. Are patient

- d. Pleasant and yet strict
- e. Smart
- f. Encourage students
- g. Have a sense of humor
- h. Are imaginative
- i. Accommodate the special needs of the gifted and talented
- j. Questions him or herself
- k. Demand high standards

4. Community Support

- o Teachers "put on" by public and by school administrators and board members.
- o Teaching is not respected because it is seen as an easy "part-time" job, one which does not deserve a full-time salary, and where longevity rather than performance leads to raises. Teachers should spend 40 to 50 hours at the school, work a full year.
- o There are many more "poor teachers" in states that do not have tenure.
- o A professional practice board must be established in New York State. Practicing teachers must be a majority on such a board. The professional board should have a responsibility for discipline.
- o It is presently hard to face peers or parents and indicate you want to be a teacher.

5. School Climate

- o Must overcome the antagonism between teachers, school boards, and administrators. The present situation is adversarial. This must be replaced with dialogue, mutual respect, and partnership.
- o Regular education teachers resent special education teachers.
- o Review what is and is not mandatory re bargaining.
- o The effect of the elimination of electives caused by the Action Plan will adversely effect morale.
- o Libraries serve as important supports for teachers and students.

- o Administrators do not treat teachers as professionals.
- o Principals must be given the responsibility and time to discuss teaching.
- o Providing safety for after school work by teachers is a necessity.
- o Providing adequate supplies and materials will enhance morale.
- o Adequate facilities and equipment can enhance morale.
- o Tenure should be transferrable.
- o Teacher of year award committee structure does not include enough teachers.
- o Administrators must put forth a substantial effort to recognize and appreciate "good" teachers.
- o The pressure from the State re expectations and the idea of producing or else is being passed down from administrators with little support. This is having an impact on teaching - it is no longer fun.
- o Teachers, today, have higher expectations for the "good life" that other middle income families have.
- o The talk in the faculty room focuses on how long it is to retirement. We should be asking what we can do to motivate good teachers to stay in teaching.
- o Teachers' appearance affects morale in the school.
- o Board members must be trained regarding the "big picture".
- o Good programs and teachers should be publicized.
- o Some believe that tenure squashes enthusiasm.
- o The new requirements of the Action Plan are coming too fast and without the necessary inservice education. (e.g., Global education curriculum is not yet available and yet teachers want to implement).

- o Alternative approaches for providing remediation (in class, two hour block, etc.) must be analyzed regarding their effectiveness.
- o No time is available in the existing day for consultation and joint planning.
- o CAR will be divisive and will put too much emphasis on paper and pencil tests.
- o Team teaching promotes effective planning and eliminates the isolation for individual teachers.
- o Existing system in school buildings does not allow teachers to quietly ask for help and receive it without it affecting their evaluation.
- o Mini sabbaticals should be reinstituted. A temporary assignment in another setting should be encouraged.
- o The lack of supplies in schools adversely effects morale in New York City.
- o The press has focused on teachers and ignored the importance and value of supervisors.
- o Elementary library programs should be strengthened.
- o SED should establish an ombudsman office to deal with issues outside of those that must be dealt through bargaining.
- o Planning time is needed to work with remedial specialists, special education teachers, social workers, to increase learning.
- o Teachers are attracted because of desire to be independent, and to make a difference. Over regulation is eliminating the incentive to stay in teaching.
- o Absenteeism hurts education for students and costs substantial dollars.
- o Teachers of reading should be used to:
 - a. help content teachers
 - b. as required member of COH
 - c. teach reading to learning disabled
 - d. work with librarians.

- o Reliance on local funding creates expected conflict.
- o Since transfer of tenure rights is not practiced, teachers will not move and this affects the vitality of the profession.
- o Teachers want to be part of the solutions to problems within schools. The "we", "they" perspectives will not work.
- o Education should give the same emphasis to "wellness" as does business.
- o The recent media criticism of some school systems has affected morale. Even though it is recognized that there are problems and that the media has a responsibility to report on actual circumstances, balance in reporting might lessen the negative impact on the image of teaching.
- o Administrations are frequently paternalistic and attend to financial functions rather than education matters.
- o Teachers believe they have something knowledgable to offer to administrators and colleges and yet they are infrequently asked.
- o Respect cannot be regulated but it can be cultivated through professional development.

B. Teacher Salaries

1. Beginning Salaries

- o Are we setting up unfair ground rules for part-time teachers re benefits and tenure?
- o Superintendents must be willing to pay what it takes to fill a position with a competent professional. Contractual provisions should not inhibit this from happening.
- o Teachers during the first three years are "trying to get tenure" so they are docile.
- o We should not over-emphasize the recruitment impact of beginning salaries because career salary potential is probably more important.

- o Beginning teachers who have graduated from a teacher education program should receive a higher initial salary than those who are being hired without that background (i.e., through a review of their credentials).
- o A minimum starting salary of \$20,000 to \$25,000 should be established by the State.
- o If we believe that teachers get into the profession to "teach to live" rather than to "live to teach," we are being unrealistic. Respect and a desire to serve a useful purpose are as important as salary.
- o Teacher unions have not been as active as they should have been in bargaining for beginning salaries.

2. Relating Salaries to Performance

- o Allow teachers to remain in the classroom and pay them more if they are "excellent" teachers.
- o A system of merit pay must be implemented. The system can be implemented even though some elements of the evaluation system will be less objective than one would like (this is true in business also). Pay should be related to: competency exams; ability to express oneself; productivity in terms of oneself and in terms of value added in the classroom; rapport; leadership skills; ability to plan and organize; and on extra effort committed. The principal, parents, and peers should all have a role in rating individuals on these factors.
- o Raising of teacher salaries should be related to:
 - a. Ability to facilitate learning (i.e., be a manager of learning)
 - b. Listening
 - c. Coaching skills
 - d. Role of guiding a student
 - e. Ability to motivate

3. Relating Salaries to Additional Responsibilities

- o Extra pay should be provided for:
 - a. Mentoring
- o Move to an "eleven" month school year - start with volunteers.
- o Teachers who produce "validated" teaching materials or strategies should be rewarded through "royalty like" systems.
- o Teachers need and should be paid for having two weeks to prepare for the school year.
- o Serving as Department chairperson is an effective way of keeping good teachers in the classroom and yet providing additional salaries.
- o Summer school teaching is tough because it does not provide a necessary mental break.
- o Summer business employment programs should be expanded to provide for worthwhile summer experiences.
- o Provide extra pay for working in low performance buildings.

4. Other

- o There should be a five year plan to double salaries.
- o Reverse incentives away from early retirement toward incentives to remain.
- o An increased percentage of teachers must have extra jobs to survive unless there are two incomes in a family.
- o Early retirement should be available for those teachers who have "burned out".
- o With the increase of turnover in staff because of salaries, parents are beginning to see the impact on their children. Salaries must be increased.
- o In the past, teachers did generally receive relatively low salaries but the respect of

teachers compensated, in part, for that low salary.

- o In rural schools there is extensive turnover of teachers and administrators because of low salaries.

C. Teaching Load and Class Size

1. Teaching Load

- o Load of the physical education, art and music teachers must possibly be addressed differently than other professionals.
- o Teachers who have responsibilities for correcting essays should have one less period per day, per week.
- o Teacher load should be mandated at 125 students per teacher. Because cost will be a factor, require that all administrators teach one period per day.
- o Teacher load should be limited to four periods with a fifth period devoted to working with individual students. Removing noninstructional responsibilities will also improve working conditions.

2. Class Size

- o Aides should be required when special education students are mainstreamed.
- o The following specific ratios were recommended:

Grades 1- 3	20
Grades 4- 6	23
Grades 7-12	25
- o The "Early Grade Intervention" program is not being implemented properly.

e.g., In Rochester - funds are being used to establish a pre first program.

In Buffalo - funds are being used to maintain but not reduce grades 1-3 class sizes.

- o Class size must be reasonable and related to safety.
 - a. Students should be able to exit in case of fire.
 - b. Students in Home and Careers, and Technology should be in classes under 24 if safety and the "handson" approach is to be used.
- o It is impossible to motivate and prevent dropouts because a "caring" individual is not accessible when class size is unreasonable.
- o Aides must be provided in pre-K, kindergarten.
- o Class sizes of 140 for English teachers are not reasonable given the expectations regarding writing, speaking, and listening.
- o Class size should be established on a weekly rather than a daily basis.
- o State aid weightings for mainstreaming handicapped students must be increased.
- o Class size, teacher load, and preparation periods should be determined locally because of inequities in state and local resources.
- o The use of large lecture sessions and other collegial models should be considered.
- o A maximum class of 20 should be mandated for K-6. In addition, further reductions should be required if students have specialized needs (i.e., remediation, familial, special education).
- o Keeping elementary class size at 18 helps prevent problems in later years. Students start at higher academic levels when they come from previous years classes of 18.
- o It is unreasonable to expect teachers to "perform" six times a day.

D. Evaluation of Teaching Personnel

1. Process

- o Peer evaluation should be required. (Toledo Plan).

- o A study should be undertaken of peer evaluation in schools to determine whether poor teachers have been assisted or eased out of the profession.
- o Evaluation must be linked with the necessary "supportive" staff development.
- o Everyone is talking about evaluating teachers and yet supervisors are supposed to be crucial - shouldn't there be emphasis on evaluating them?
- o Existing process focuses on classroom arrangements, bulletin boards, rather than teaching, as it should.
- o The State's requirement regarding "review" rather than evaluation sets the proper tone.

In addition, there are 10 approaches that have been used effectively which are available. SED should assist districts in using these models.

- o Supervisors must receive better training in removing "poor" professionals or in evaluating professionals.

2. Local vs. State

- o The State should review the evaluation systems that are being planned to ensure they are fair and supportive rather than punitive.
- o Evaluation is a non-mandatory item of bargaining. This must be changed.

E. Professional Discipline

- o Teacher tenure should be eliminated because it downgrades the respect from the citizens.
- o There should be assistance provided to teachers who no longer can provide "caring" care to students.
- o Commissioner should be out of the 3020a process or at least the role should be limited to the same type of review as is provided for the courts (i.e., deciding whether the decision was arbitrary or capricious).

II. THE PREPARATION OF TEACHERS

A. Pre-Service Preparation

1. Admission Standards

- o Using testing as a mechanism for screening-out individuals can eliminate the prospective "caring and effective" teacher.
- o There is a need to provide scholarships for students desiring a program at a private college so the admission standards can be kept high.
- o Masters of Arts program must have strong admission standards (e.g., GRE at 1500, 70 hours of classroom observation or experience, 3.0 CPE, writing sample, acceptable to Arts and Sciences and Education faculty, letters of reference).
- o Higher education institutions generally accept students with "C" averages in high school. These admission standards are too low.
- o The key admission criterion should be an individual's analytical skills so they can identify students and their own needs.

2. Program Quality

- o Include computer literacy in program. Computers should be used as a tool in as many courses as possible.
- o Can't just be a teacher - must be an educated person
 - a. More emphasis on Liberal Arts or B.S.
- o New teachers must learn how to educate mainstreamed students
 - a. Special education and other education majors should work together on certain projects in their preservice programs.
- o Eliminate the overlap or redundancy between theory and psychology courses.

- Insure that different psychology professors deal with same course content.
- Suggest:
 - a. 3 years - Liberal Arts or B.S.
 - b. 2 years - Professional Education Courses
 - c. 1 year - Internship
- State should prescribe what courses should be taken.
- Counselors have identified specific criteria/standards for Pre-service.
- Post Secondary agencies should assist in the low performing buildings.
- Requiring a fifth year before teaching is too expensive and would discourage entry into the profession.
- Have practicing teachers teach "method" courses.
- The "elite" graduate schools should be located so they can serve schools by producing models of leadership, i.e., "action research".
- College should get away from the narrow "course focus" to the needs in the classrooms.
- Teacher educators should define the core pedagogical knowledge and skills necessary to be effective teachers.
- One half of the undergraduate program should be in the liberal arts.
- Emphasis in special education programs must extend beyond "how to teach" to "what and where to teach". They must prepare the moderately handicapped for meaningful life after the age of 21.
- Recent graduates should be asked to return to the campus to talk to the faculty.
- The program should prepare teachers to be decision makers.
- Students should observe and analyze actual classrooms in their first year of college.

- o Coaching skills should be taught.
- o Preparation program should address areas of discipline, drug and alcoholism, and how to work with today's families.
- o A part of the program should be in human relations.
- o All teachers must be trained to prepare IEP's and to function in COH meetings.
- o The education program should also prepare individuals for private work in business to provide flexibility re careers for the graduate.
- o All students should be required to pass college competency tests in reading, writing and mathematics.
- o All students should be required to take 15 credits per semester.
- o Elementary teachers should have more exposure to the physical sciences in their teacher education programs.
- o Colleges have not prepared graduates to deal with the new family structures.
- o There is a tendency to over-emphasize how to teach rather than how to think.
- o All teachers should receive more instruction in diagnosing reading difficulties.
- o More attention must be given to the logical sequencing of the college courses.
- o Present students and former recent graduates argue that the State should be more prescriptive regarding courses.
- o Since a large percentage of teacher education students make that decision half way through their undergraduate program or transfer from 2-year colleges, early field experiences and other requirements must be flexible enough to accommodate their needs.

- o Colleges should establish advisory councils of practitioners (e.g., teachers, superintendents, and administrators) to advise them.
- o All teachers should be prepared to teach reading and writing.
- o Special education teachers and preferably all teachers should have a course to prepare them to work with the visually handicapped.
- o The preservice program for the bilingual teachers must focus on a strong liberal arts component to get a view of the world and to secure analytical skills. This will help prepare bilingual teachers to teach English, home language and subject matter. Presently, social studies and science are not taught and teachers are not comfortable in teaching these subjects. Linguistics should also be addressed in the preservice program. Methodology, teaching and history of education should also be included.
- o Classroom dynamics, child development, and education psychology courses are extremely beneficial. Before an individual goes into a classroom, these courses are essential.
- o At least 50% of undergraduate programs must be in the liberal arts.
- o A majority of education courses at preservice institutions either overlap in content or are not helpful to the practicing teachers. This helps create the negative image of teaching.
- o Supervisors should be trained in human relations and cooperative planning.
- o Preservice faculty must model behavior for prospective teachers (i.e., know students, be knowledgeable about current research).
- o Many prospective teachers do not "enjoy true learning" and have not received an education which prepares them to think critically, reason, or solve problems.
- o All students preparing to be teachers should be required to take at least two courses in computer technology which familiarizes students with computers, software, and how to evaluate software.

- o There should be separate method courses for each subject area.
- o If a teacher is to be properly prepared to effectively handle early childhood through grade six, approximately 50 credits are required. This includes practice teaching. (42 credits are needed without the extra early childhood emphasis).
- o From the perspective of school administrators, many preservice programs do not prepare students adequately for the profession because graduates do not have a clear sense of the mission of education, are not prepared to use actual instructional materials, do not understand the theory of learning, and are often weak in diagnosing reading problems.
- o Aid should be provided to elementary or secondary teachers who help education students before they begin their practice teaching.

3. Field Experiences

- o Use retired teachers as mentors.
- o Mentor needed to help teach new teachers how to
 - a. Manage classroom
 - b. Handle roll book
- o Students and recent graduates argue for earlier teaching experiences to see if they like teaching (i.e., self-screening) and to begin practicing.
 - a. Tutoring in early years of college
 - b. Observe
 - c. They should have experiences in K-6, 7-8, 9-12 and with special education.
- o Teacher education institutions should place supervisors in schools for practice teaching but also to help first-year teachers adjust.
- o The teacher education institutions should also provide opportunities for first-year teachers to

meet on Saturdays to discuss their problems and to provide assistance.

- o There must be greater collaboration between colleges and schools during the last two years of college and the first two years of teaching.
- o The practicing teaching experience should:
 - a. Be lengthened
 - b. Include experiences in a variety of settings
 - c. Include assistance in adjusting to the political and social situations in schools
- o College supervisors should be expected to assist schools where they have students placed.
- o Colleges should receive funding to "adopt" schools.
- o Teacher centers should play a central role in arranging for field placements and in assisting practicing teachers by providing supervision.
- o Practicing teachers and administrators should go to the campus to teach students. ,
- o Most teachers are not properly equipped to become mentors. Special training is required.
- o All students should be required to have a wider exposure to K-6, 7-8, 9-12 teaching before they graduate (e.g., Oregon starts field work in the freshman year).
- o A system must be implemented to evaluate "cooperating teachers". Some are in this job for the wrong reasons.
- o One valuable way of providing field experience for education students is for them to serve as substitutes. They should have a mentor assisting them.
- o Juniors should have continuous opportunities to observe classes of different abilities. Practice teaching should occur throughout the senior year.
- o The qualities/skills of mentors should be specified.
- o Preservice institution faculty should have credibility with the practicing teacher. The

average faculty member should spend 20 hours per week in school classrooms.

- o Field supervisors must spend more time actually seeing student-teachers deliver lessons. They should not just review lesson plans.
- o School districts which have strong and comprehensive staff development programs are better prepared to supervise student teachers.
- o The State should establish a set of criteria for evaluating student teaching.
- o Could or should internship experience be used for master degree credit.
- o The preservice requirement for practice teaching is expensive for the post secondary institution if proper clinical/supervision is to be provided. State assistance must be available.
- o Most or all post secondary education faculty should continuously serve as supervisors in local school buildings to insure that they stay current with local situations.
- o Many cooperating teachers are not as familiar with the college programs as they should be.
- o Competency Based Teacher Education was intended to insure that practicing teachers from districts understood the preparation program and would serve as cooperating teachers.
- o The question of identifying appropriate criteria for selecting cooperating teachers and providing them with incentives to do the job. A free college course is not enough.
- o Teacher education graduate students spend one or two years as interns in local schools. They spend full days with a classroom teacher and receive substitute salary pay.
- o Graduate students in administration programs could serve as trainers within school districts especially to train cooperating teachers.

B. Establishing Credentials

1. Certification Requirements

a. Academic

- o The "incidental teaching" regulation is a loophole for health education.
- o Students are being short-changed when teachers are not certified.
- o A study of the necessary qualifications for long-term substitutes is appropriate.
- o If certification standards are to be changed, involve experts.
- o There should be a separate certificate area for the performing arts.
- o Speech pathologists and audiologists licensure should apply to schools.
- o It is no longer true that NYC licensure is better than NYS certification.
- o N-3 or N-2 certification should be re-instituted.
- o Occupational educational certification standards have been eased by substituting too much academic experience for work experience.
- o Requirements of 60-hours for masters in counseling should be reexamined. (e.g., Can experience be substituted for part of 60 hours?)
- o The advantage of dual certification for individuals and schools should be emphasized.
- o It is very difficult to pursue a masters degree program when you are a new teacher (i.e., at night).
- o Certification requirements for Social Studies should reflect an initial certification in each of the disciplines which comprise social studies, with a major in one and a research specialty in another. This requirement would

permit an interdisciplinary approach to the subject.

- 7-12 social studies curriculum would benefit from instructors with an interdisciplinary preparation which includes: anthropology, economics, geography, political science and sociology.
- We should not lower certification standards when shortages develop.
- Present counseling establishing credentials requirements should remain as they are.
- The required skills of counselors should be refined with field personnel.
- The certification requirements for social studies should be changed to match the new curriculum. Teaching of reading in the subject areas must be included in preservice programs.
- Supervisor should have preparations in ESL if they are to properly supervise certified ESL teachers.
- The question must be asked as to whether we should continue to have a generic special educational certification? (e.g. special competencies are needed for working with the severely handicapped).
- Middle school structure of grades 6-8 must be considered as certification is examined.
- The use of uncertified teachers should be eliminated.
- Should the "transcript analysis" alternative to receive certification be eliminated to insure that the new teacher has received a comprehensive preserve program?
- The State should provide for a new endorsement as a source of recognition for teachers who would serve as a mentor for new teachers.
- Often teachers of the gifted and talented are not properly trained. They are often selected for the wrong reasons.

- o There is not enough time in a graduate program to properly prepare the prospective teacher to diagnoses.
- o Teachers of dance and drama should have a separate certification area.

b. Experiential Training

- o All students should be required to serve as an intern for one year. The mentor should have 3 or 4 classes and the intern 3.
- o Mentors should not be required to report back to administrators because tenure will become most important consideration.
- o Post Secondary institutions should have role in intern mentor programs along with public school and a teacher. Dollar incentives should be available to Post Secondary participants as well as public school teacher or intern.
- o The Teacher Center should have a specific role in arranging for field experiences.
- o First year teacher sessions should be available on Saturday and sponsored by Teacher Education Institutions.
- o A team of "selected" professors should support mentors and new teachers.
- o The question of how to release an elementary teacher for the mentoring role must be resolved.

d. Testing

- o The NTE is seen as simple and degrading.
- o Substituting "specialty" exams for a planned instructional teacher preparation program would be a mistake.

2. Re-certification

- o To remain certified, continuous education requirements should be met every two years.
- o Continuous education requirements every five years should become a requirement.

C. Professional Development

- o There should be inservice coordinators.
- o Professional development must be seen as a continuous activity.
- o Teachers feel isolated.
 - a. There is no time to reflect and interact with other professionals.
 - b. There should be time in the day to plan, solve problems, talk with other teachers about students, programs, teaching techniques and strategies.
- o Link grades 7-12 teachers with post secondary and teachers from other schools or districts - "collaboratives" for research, reviewing effective materials and strategies.
- o Provide for a four day week with children and one day for planning and professional development.
- o The teacher centers should be expanded and their governance system maintained.
- o The State must provide appropriate inservice education when new courses are being introduced (e.g., technology).
- o Presently, professional growth is not supported.
- o There is no concern about professional development for school board members. They must be prepared to be part of the "team".
- o Post secondary institutions should assume a continuing education responsibility for their graduates and State resources should be provided for their role.
- o Professional development is most productive when it is conducted during the summer.

- o Professional development for principals is often ignored.
- o Special staff development programs should be provided to assist teachers in handling large classes - since they are a "reality".
- o Existing librarians need assistance in adjusting toward computerized systems.
- o Sabbaticals are often granted based on seniority and interest. Is this the best system?
- o College courses must be available when teachers are able to attend. (e.g., science teachers can only attend during evenings).
- o Summer curriculum and staff development opportunities are exciting and successful.
- o Paperwork and narrowness of previous State staff development must be replaced with a continuous program.
- o Availability of staff development funds will have a positive effect on morale.
- o Post secondary institutions should increase their efforts of professional development. In addition, they will have to overcome the problems many Teacher Centers have of interesting teachers to voluntarily participate.
- o Employment in appropriate businesses should be encouraged so teachers can be exposed to recent research and to the usefulness of subject matter in employment.
- o Release time should be provided so teachers can visit developmental pre-kindergarten programs.
- o Professional development teachers should learn how to pace themselves to deal with stress so teachers won't burn out.
- o Summer institutes for teachers should be reinstituted (i.e., N.D.E.A. approach in the 1960's).
- o Teachers and unions should have a meaningful role in planning for and implementing professional development programs.

- o Subscriptions to appropriate magazines should be provided for teachers.
- o Having SETRC on a campus is helpful in bringing together practitioners and the preservice programs.
- o Long range, comprehensive staff development programs must be planned and implemented which engage superintendents, principals, teachers and support staff. Major support systems and opportunity to discuss curriculum is necessary.
- o The term "staff development" should be replaced by "continuous learning opportunities for educators."
- o Teachers teaching teachers bring about more acceptance and also provides a continuing support system.
- o There is a large need for increased funds for Teacher Centers.
- o Offering professional development opportunities during the regular instructional day for up to five days by using substitutes can succeed since sick leave will be reduced.
- o Teachers should have the opportunity to exchange/share ideas with teachers from other districts.
- o Need a variety of options for individuals during the school year for staff development. The summer period is needed for refreshment. In addition, more time is needed each day for interaction with colleagues, to read journals, etc.
- o School boards should negotiate with teachers to insure that additional professional staff development days, beyond the instructional year, are provided. Professional development must be focused.
- o Funds should be provided to post secondary institutions so that their education faculty, including retired professors, can serve as mentor for first and second year of teaching.
- o Administrators are reluctant to encourage teachers to provide training for other teachers and to compensate them properly for the preparation work necessary to present effective inservice education.
- o Many firms send their staffs to colleges to learn new skills, and do research. Linkages with secondary

institutions should be strengthened. Teachers and students with honors should have: a chance for summer employment, an opportunity to talk with experts in particular business and industries.

- o School districts should provide aid so teachers can participate in professional organizations and changes.
- o Need resources to support a network to train all teachers regarding health education.
- o The Commissioners regulation should have a certification area for adaptive physical education K-12 and physical education should be taught by a certified physical education teacher in K-6.

III. THE SUPPLY AND RECRUITMENT OF TEACHERS

A. Supply

- o Conduct exit interviews in a systematic and thorough manner so you can identify the real reasons individuals are leaving your system.
- o Make it easier for people who have been in other occupations to enter teaching.
- o We should re-hire retired teachers to perform peer evaluation, serve as mentors or supervisors.
- o New York City is unique in that it has an immediate problem of recruiting teachers with any teacher education course work.
- o Focus of MAT should be used to identify and recruit extremely bright and to prepare them to be educational leaders.
- o Many substitutes do not have the proper level of expertise to teach.

B. Recruitment

- o Hire college seniors (NYC).
- o Establish scholarship fund for attracting minorities to the profession.
- o Special grants should be given to prospective school literacy/media specialists.
- o Encourage 7-12 students to serve as tutors with younger students.
- o Summer institutes should be funded for prospective teachers who are in high school.
- o Educational programs should increase their contacts with undergraduate institutions to interest B.A. and B.S. students in teaching.
- o Cross age tutoring enhances learning for the K-12 students but also serves as an effective recruiting tool.

- o Career exploration programs where students select several to explore in detail are helpful.
- o Aid should be available for the college graduate who must pursue their masters degree.
- o Seniority and other benefits should be transferable as individuals move between school systems.
- o The career ladder program of New York City serves and should continue to be used as an effective mechanism for recruiting teachers.
- o Since so many teacher education students in New York City have to work, it is recommended that the State provide full-time aid for living expenses and tuition costs so they don't have to sacrifice field experiences, and be able to select college courses based on the time they are offered rather than what will make them better educated and better teachers. Forgivable loans should also be considered. An analysis of what dollars would have to be available to allow full time study is needed.
- o The Teacher Corp. concept should be used again. Mentoring is a necessary component.
- o Use a powerful marketing firm to sell teaching.
- o Our society recognizes many successful individuals (e.g., women) but there is only criticism of teachers. The media has done an excellent job in changing attitudes regarding the handicapped. Why is this not being done regarding teachers and teaching?
- o Recent graduates should serve as salespersons. They should talk about the real rewards to adults and younger students.
- o Empire State Fellowships are helpful in attracting MAT/ Science students but it is not working in mathematics.
- o Preservice institutions should be working with 7-12 grades to assist females in overcoming fear of mathematics.
- o Offering introductory educational courses to liberal arts or science majors can get college students interested in teaching. Such a program must include an experience in schools.

- o Working in prekindergarten programs is useful as a learning environment for 7-12 student tutors.
- o Videotapes of classroom teachers talking about the profession of teachers have been effective in assisting in recruiting teachers.
- o The public believes you are not competent if you are a teacher because you will accept such a low salary. The perception is if you are bright, you would not be in teaching. Teachers should talk to their students about why they are in teaching.
- o Honor society students serve as tutors for other students.
- o Quality A.P. courses in education should be offered in secondary schools.
- o Federal Talented Teacher Act should be funded to increase pool of future teachers.
- o Tuition rebates should be made available to counselors since many will be retiring soon.
- o Our system must be more flexible in allowing people to teach for a short period of time. Business and industry should support this effort with subsidies.
- o Colleges should make a special recruitment effort with high GPE students at Community Colleges.
- o Younger teachers have lost a reasonable pension plan.
- o Eliminating tenure will have a negative impact on recruitment.
- o New York State should adopt the Japanese standards of having 10 to 15 preparation periods a week and 18 instructional periods per week. Teachers have their own desks, computer labs, in or near the faculty rooms.
- o There should be recognition of quality preservice programs.
- o Teachers do not believe they are important and they pass this attitude along to students.
- o Financial records have not been raised for graduate courses.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

APPENDIX C

REGENT'S CONFERENCE ON STRENGTHENING TEACHING
QUESTIONNAIRE:

CONFERENCE SITE: STATEWIDE

<u>Your Occupation (check one)</u>		<u>Your Age Group</u>	
<u>Public School</u>	<u>Percent</u>		<u>Percent</u>
Elementary Teacher	16.6	Under 25	2.2
Secondary Teacher	26.1	25 - 34	9.9
Administrator	25.2	35 - 44	38.3
		45 - 54	34.4
<u>Nonpublic School</u>		55 - 64	12.3
Elementary Teacher	1.7	65 and Older	2.2
Secondary Teacher	2.0	No Response	0.8
Administrator	4.8		
<u>Student</u>		<u>Your Sex</u>	
High School	0.3	Male	44.3
College	0.9	Female	53.5
		No Response	2.2
School Board Member	5.4		
College Faculty	5.7	* <u>Do you have children in elementary or secondary school?</u>	
College Administrator	1.9		
Representative of Professional Education Organization	3.5	<u>Yes</u>	<u>No</u>
Other	5.9	Public	37.7
		Nonpublic	5.4
			94.6

NOTE: Due to rounding procedure, percent totals will not always add to 100%.

DIRECTIONS: For each of the following items, indicate the extent to which you agree with the statement presented by checking the appropriate box.

NOTE: As you review each item, please keep in mind that the last question will ask you to choose the three topics (item numbers) which are the most important for Regents action at this time.

	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
1. Should teachers receive different pay based on specific factors?	75.7	16.2	8.1
If <u>YES</u> , should those pay differentials be based on:	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
a. ability	66.8	13.9	18.9
b. additional responsibility	92.8	2.1	4.8
c. subject area taught	21.0	52.3	25.9
2. Raising teacher salaries will strengthen teaching only if:	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
a. improvements are also made in other teaching conditions (e.g., daily teaching load, time spent performing non-teaching duties, etc.)	82.0	7.9	10.2
b. requirements for <u>entry level</u> teachers are also upgraded (e.g., performance evaluations, certification requirements, continuing education requirements, etc.)	80.5	8.9	10.6
c. requirements for <u>practicing</u> teachers are also upgraded (e.g., performance evaluations, certification requirements, continuing education requirements, etc.)	74.8	12.1	13.1
3. The State Legislature should subsidize the following teacher salary increase proposals:	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
a. career ladder program	57.9	12.5	29.5
b. across-the-board pay increases	56.5	23.7	19.8
c. increases in starting salaries of teachers	73.0	11.2	15.9
d. market-sensitive pay schedules	43.1	22.2	34.8
e. a State minimum salary	56.2	22.0	21.7

4.	Teacher load requirements should be specified by:	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not Sure</u> (3)
a.	The Commissioner of Education and The Board of Regents	43.5	34.6	22.0
b.	Local School Boards	48.6	30.6	20.8
5.	Standards for professional performance evaluation should be set by:	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not Sure</u> (3)
a.	The Commissioner of Education and The Board of Regents	58.1	22.5	19.4
b.	Local School Boards	43.9	34.6	21.5
6.	School districts should have the option to offer either (a) renewable contracts or (b) tenure to newly employed teachers after the probationary period.	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not Sure</u> (3)
		55.8	28.6	15.6
7.	Like college faculty, teachers should have a greater role in their schools in:	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not Sure</u> (3)
a.	establishing curriculum requirements	90.2	6.5	3.3
b.	developing criteria for teacher evaluation	91.3	5.6	3.1
c.	providing for staff development	94.8	2.9	2.3
d.	deciding which teachers to hire	46.8	37.0	16.2
e.	making tenure decisions	43.9	37.7	18.4
8.	The Commissioner of Education should grant teacher certification for individuals with academic preparation and experiences other than completion of an approved teacher education program.	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not Sure</u> (3)
		38.5	42.5	19.0
9.	Candidates for certification as elementary education teachers should be required to complete a subject matter concentration in addition to education subjects.	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not Sure</u> (3)
		64.1	19.1	16.8
10.	A masters degree should be required as the entry level credential for teaching.	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not Sure</u> (3)
		29.9	58.5	11.6

	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
11. Subject area teachers should be required to take a specialty area test for certification.	16.6	11.6	11.8
12. Requirements for staff development programs should be established by:	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
a. The Commissioner of Education and The Board of Regents	43.8	31.5	24.7
b. Local School Boards	59.7	19.7	20.5
13. Consideration should be given to establishing continuing education requirements for teachers.	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
	78.6	8.6	12.8
14. Should there be internship programs for first-year teachers?	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
If <u>YES</u> , should these programs include:	88.9	5.4	5.7
a. released time for interns to participate in inservice training activities	88.5	5.3	6.2
b. stipends for mentor teachers	89.3	4.3	6.4
c. successful completion of an internship as a condition for certification	92.2	3.4	4.4
d. Board of Regents regulations concerning the evaluation of internship programs	64.7	15.8	19.4
15. Increasing the standards for the preparation of teachers will:	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
a. encourage entry into the profession	55.2	15.1	29.7
b. discourage entry into the profession	17.4	38.6	44.0
16. Special incentive programs in teacher education (e.g., scholarships or loan forgiveness) should be broadened to provide opportunities specifically for under-represented populations.	<u>Yes</u> (1)	<u>No</u> (2)	<u>Not</u> <u>Sure</u> (3)
	63.3	20.2	16.5

17. Of items 1 through 16, above, which are the three most important for Regents action at this time?

	<u>Enter Item Number</u>
Most Important *	<u>26.8 - Item 2</u> (raising teacher salar.)
Second Most Important	<u>16.9 - Item 3</u> (subsidy of salary increase proposals)
Third Most Important	<u>9.3 - Item 7</u> (greater decision making role of teacher)

ADDITIONAL COMMENTS:

* Percentages displayed represent the percent of respondents identifying the issue noted as "most important"